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ABSTRACT

The Professional Development Plan of Lansing Community College for 1977-78 begins with a statement of goals and objectives for college development activities, followed by general program proposals. Specific plans are then presented for the professional development laboratory and office, and the divisions of applied arts and sciences, arts and sciences, business, the college services division, the division of learning resources, and the division of student personnel services. Detailed results of a Professional Development Needs Assessment questionnaire, which was developed to assist in the planning, are also included with summaries given for the college and each division. The survey instrument, return rates, and an outline of development planning procedures used by the college are appended. (RT)

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PROFESSIONAL DEVELOPMENT PLAN

LANSING COMMUNITY COLLEGE

1977-1978

JC 770 542

By

John D. Cooper

and

Diane Smolen

September 1, 1977

"What is needed is a comprehensive approach to staff development in which the personal and professional growth of each staff person is a central, rather than ancillary, activity of the community college. In this way the college may hope to meet the educational needs of its students."

Charles S. Claxton, Community College Staff Development: Basic Issues in Planning

TABLE OF CONTENTS

RATIONALE . . . . . 1 - 2

GOALS & OBJECTIVES STATEMENTS . . . . . 3 - 8

PROGRAM CONSIDERATIONS FOR THE FUTURE . . . . . 9 - 10

PROFESSIONAL DEVELOPMENT LABORATORY AND OFFICE . . . . . 11 - 13

DIVISIONAL PLANS INTRODUCTION 14

APPLIED ARTS & SCIENCES . . . . . 15 - 18
Clarence Richards

ARTS & SCIENCES . . . . . 19 - 20
Richard Yarger

BUSINESS . . . . . 21 - 23
Dr. Beverly Hunt

COLLEGE SERVICES 24
Ronald Roush

LEARNING RESOURCES . . . . . 25 - 28
Dr. Oswell Person

STUDENT PERSONNEL SERVICES . . . . . 29 - 31
Janina Latack/Dr. Dale Herder

RATIONALE

Lansing Community College established a formal Professional Development Program during the 1976-77 year. The rationale articulated in the first year plan remains a viable statement of the program's foundation. In the year ahead, the college should continue efforts to provide viable activities which meet the needs of all employees in the institution.

As the program has evolved, many personnel have developed a wider understanding of the purpose of professional development and a greater awareness of its role. The positive attitudes resulting must be maintained while encouraging growth as an essential aspect of one's work. Where possible, individuals should take charge of creating their own professional growth experiences and assume responsibility for implementing resulting changes in the delivery of instructional and non-instructional services through utilization of skills and information acquired. Such an approach will solidify the programs stature since "high commitment will be obtained when personnel have the responsibility for determining how the program will respond to their needs."[1]

It is further recognized that it may be necessary to re-examine the organization's operational approaches to make adjustments in such a way as to support and reinforce utilization of the refined/new talents of individuals and organizational units. Opportunities must be made available if skills and resources acquired through Professional Development activities are to have impact in the work setting. Neither professional development programs nor employees work in isolation. Consequently, changes may be required to support the utilization of revitalized or new skills and information communicated. Professional development can have maximum impact if personnel are integral members of an organization searching for new ways to respond to the current needs of employees serving the student/client population. As O'Banion states "Staff development does not operate in a vacuum, but is intricately related in terms of initiating action in the area of program and organization development and at the same time responding to .....the new needs of the developing staff."[2]

Simultaneously, the programs should continue to reach out to those who may not yet know of or comprehend the intent of professional development. In this respect it is imperative that recognition of the value to the individual and organization be stressed. Efforts which meet the immediate needs of people and programs will be more enthusiastically received than those which relate to participants in a limited way.

Personnel should be encouraged also to share talents and skills in working with colleagues at all levels to foster a climate of mutual respect and cooperative associations throughout the college. In this regard, the program should serve to promote a continued use of in-house personnel to plan and develop activities which

[1] Wergin, Jon F., Elizabeth J. Mason and Paul J. Munson, "The Practice of Faculty Development: An Experience-Derived Model", Journal of Higher Education, Vol. XLVII, No. 3, (May/June, 1976), p. 305.

[2] O'Banion, Terry, "Staff Development: A New Priority for the Seventies", The College Board Review, No. 99, (Spring, 1976), pp. 30,33.

meet the needs of employees throughout the college. When external personnel are utilized, participants should be encouraged to gather information to pass on in a training capacity wherever possible to maximize the return on the college's investment in the resource person and LCC employees. The provision of opportunities to pass on information and skills will enhance the value to individuals and the institution.

In summary, professional development must reach beyond the scope of the coordinating office and officers to gain recognition as an integral aspect of all positions at the college. In doing so, more attempts can be made effectively to meet specific needs of individuals interested in keeping abreast of new developments in their area of responsibility while responding to the broader requirements of individual and organizational operations. The result will be the reaffirmation of a comprehensive professional development program which will be viewed as an essential, on-going component of the organization.

GOALS & OBJECTIVES STATEMENTS

I. Goal: Efforts must be made to orient new employees to the college, operational procedures, personnel and institutional purposes.

Objectives

1. New employees having a high need for familiarity with their surroundings should be given opportunities to become acquainted with the institution's facilities and their immediate work area. This would involve the regular scheduling of tours for personnel and supporting activities of immediate co-workers.
2. The programs with the involvement of appropriate staff throughout the college will attempt to systematically establish a means of relating information to new employees to identify:
   a. their departmental procedures and personnel
   b. college resources available to them
   c. rights and benefits of employment at Lansing Community College
3. Each employee should view the Orientation Modules prepared by the Professional Development Office and Media Services. These programs, up-dated semi-annually will provide a look at the history of Lansing Community College, curricula/service offerings and program personnel.
4. New employees should participate in a session with the Professional Development Office to discuss professional development and provide input concerning their perceived needs and involvement with the program.
5. Such efforts must be extended to adjunct faculty, student aides and other significant employee groups through specific programs or activities which meet their needs.

6. Once established in their respective positions, new employees should be asked to participate in programs which meet their specific job needs when interfacing with other offices. This would require their involvement in programs or work experiences with significant offices to gather information and work with contact people in an effort to sort out common interests, ideas and concerns.

These objectives would be in keeping with sound learning principles for such programs as discussed by Malcom Knowles when he suggests that "..... an orientation program for new workers would not start with the history and philosophy of the institution, but rather with real-life concerns of new workers: Where will I be working? With whom will I be working? What will be expected of me? How do people dress in this company? What is the time schedule? To whom can I go for help?"[1]

II. Goal: Following from needs assessment responses, Professional Development must consider activities which assist people to keep abreast of new developments in their area of responsibility.

Objectives

1. The program will attempt to set forth initiatives to work with middle level administrators (department chairpersons, program directors, etc.) to provide events which speak to the specific needs of content areas.
2. Individual initiatives and projects should be fostered to permit all employees to explore new development in their field. Working with the Professional Resource Center, the Office of Resource Development and

[1]Malcom S. Knowles, The Modern Practice of Adult Education (New York: Associated Press, 1970), p. 47.

other programs, professional development should identify opportunities, provide information and recruit people to apply for personal growth activities.

3. Facilities for a Professional Development Laboratory should be identified to carry on individual and small group activities. It should be administered to enhance utilization by all personnel in such a way as to facilitate individual efforts at activities related to one's field. This will be particularly important for part-time, adjunct faculty.
4. Creative measures should be undertaken to consider opportunities for self-renewal which are new and offer something to all employees, e.g. release time, work related encounters with other institutions, etc.
5. Some efforts should be made to establish institutional exchanges within the state with people of similiar disciplines, administrative roles, or CTP orientations to examine differing systems, resources and ideas.

III. Goal: Programs should continue to provide hands-on experiences which meet the needs of LCC employees in carrying out daily functions.

Objectives

1. Given that previous programs of a practical nature have been most well received, the number of such activities should be expanded, with those currently available refined and diffused throughout the institution.
2. Programs like the Instructional Design Workshop and similar activities which provide experiences which look at the teaching methodologies and enable participants to examine and reinforce old and new talents must be available to all full-time and part-time faculty on a regular basis.

3. The Professional Development Laboratory must also become a Teaching Resource Center where inquiries can be answered and personal assistance provided for faculty with specific requests.
4. Simultaneously, the Laboratory should attempt to serve the needs of administrative and CTP personnel who may have unique concerns related to their positions, e.g. preparing job descriptions, handling files, resolving human relations conflicts, etc.
5. Programs which meet the needs of larger administrative and CTP population should be offered to assist in their job, e.g. budget preparation seminars, writing skills, etc, In this respect, particular attention should be given to chairpersons who are integral members of the organization who support and direct faculty, administrative and CTP personnel.

These objectives follow from observations of those who have come to view adult learning principles as the key to professional development activities. Robert Reber highlights this by pointing out that "The learning process involves the whole person in interaction with his/her environment, requires conditions that are conducive to growth and self-direction, is facilitated by external threats being at a minimum and is more effective and relevant if it is problem-centered and experience-oriented."[2]

IV. Goal: The increase in programs and personnel require that greater efforts be made to cooperate across departments and work more effectively on an interpersonal level. As supported by needs assessment response, future programs must attempt to facilitate improved interaction at all levels.

[2]Robert E. Reber, "Some Key Principles for Guiding Adult Education Programs", Adult Leadership (December, 1976), p. 117.

Objectives

1. Opportunities will be provided to permit people to identify individual goals as they relate to their program area and to assess the impact of conflicts upon their performance.
2. Structured/planned occasions should be made available to discuss working relationships with other offices and personnel to facilitate cooperative efforts.
3. The Professional Development Laboratory and programs must serve as a resource to people who want to develop or expand upon personal skills, e.g. handling stress, conflict, interpersonal communications, problem solving and decision making, etc.
4. Programs which offer training in group dynamics and how people relate in the group setting must be continued to strengthen individual staff member's roles and effectiveness in such situations.

V. Goal: Professional Development must continue to reach out to foster a greater understanding of the program's role and how it may serve both departments and individuals throughout the college.

Objectives

1. Offer a workshop seminar for top level administrators and the divisional Professional Development Officers to:
   a. develop an awareness of the philosophy of professional development
   b. to train institutional leaders in effective use of the program for job enrichment
   c. to identify behaviors to reinforce the participation of personnel
2. There must be greater involvement of department chairpersons/program directors in programs which facilitate their understanding of professional

development and allow for their involvement in planning and supporting experiences which have direct impact upon their departments/programs.

3. The Professional Development Office and Laboratory must continue to reach out to establish liaison relationships with other college programs and offices, e.g. Curriculum Reinforcement, Adult Diagnostic Clinic, Personnel Department, etc. Such interfacing should result in increased joint efforts at program presentations.

The realization of these objectives are key to the future success of Professional Development. Those who are in leadership/decision-making positions must understand and reinforce the programs and personnel participating in them. In order to do so they must move forward as the program evolves. As Terry O'Banion states, "The key people in the community college are the highly competent and creative staff members who provide leadership, encourage community, and develop quality programs at the college. Special effort should be made to design appealing inservice programs that utilize and enhance their competency."[3]

[3]Roger Yarrington, ed., New Staff for New Students, American Association of Community and Junior Colleges (Washington, D.C., 1974), p. 33.

PROGRAM CONSIDERATIONS FOR THE FUTURE

As Lansing Community College continues to make a greater commitment to Professional Development in terms of resources and man-hours those responsible for decision-making should be advised of the following considerations. These points represent concerns which can be addressed in a responsible fashion if everyone assumes responsibility in planning as the program moves forward. The failure to do so will present difficult questions to answer with minimal planning and risk program stability in the future.

1. Program Focus - Individual needs which may serve the institution's needs. The overall focus of individual and group efforts must eventually relate to the institution. Essential programs which support college operations wherever will remain and be funded.

2. Deans' Involvement and Awareness - The Deans are respected and looked to for direction throughout the college. The Divisional Professional Development Officers, Committee members and the Program Director should keep them informed so they can discuss programs at their level and share information.

3. Part-time Involvement - Was the original intent of programs. There is a need to get a handle on this throughout the college since they have needs similar to their full-time colleagues. The college must provide opportunities to get them involved in programs.

4. Communication - Across the college no program has been offered exclusively to one division or group. People have been very willing to extend opportunities for involvement to others. There is a need to do better at getting information to people which is timely.

5. Investment/Ownership - If people feel some sense of involvement with the program they will take greater pride and interest in seeing that it works. This seems to be evolving throughout. We need to continue from two perspectives: 1) programs should not and cannot be coming from a central office 2) people must begin to share and train others in supportive ways throughout the college.

6. Finance - A continuing concern. Possible alternatives to consider are:

   Education Professions Development Act
   Title X - Life-long Learning
   State Board of Education - Office of Professional Development
   State Funding as a long-term alternative - The Florida Model

7. Central Administration - Currently no one serves in the capacity of professional development officer to meet their needs. Also, they are often the last to hear about programs, etc. It is important that all members of the college are served by the programs offered to: 1) maximize the programs impact and 2) reduce the potential for conflict arising when new practices are instituted without the full understanding of those who interface most often with other offices throughout the college.

8. Evaluation - Program evaluation is necessary to determine the impact throughout the institution. It is not enough to have an evaluation of the workshop's activities for the day. There must be follow-up to assist the long term effects of activities. In this relation, the office has established a good rapport with Institutional Research.

INSTITUTIONAL PROGRAMS

PROFESSIONAL DEVELOPMENT LABORATORY AND OFFICE

1977-78

The Professional Development Laboratory and Office has evolved to serve in a role supportive of individuals, programs and divisions throughout the college while providing some direction aimed at clarifying the concepts and activities of professional development. The office will continue to work with the college community to provide services helpful to the realization of divisional activities while supplementing their efforts with program offerings which meet a common need that may be more effectively addressed through institutional endeavors. The following offers some program ideas which may be pursued throughout the year.

Needs Assessment, Evaluation Criterion and Program Revision - the office has worked during the past to develop institutional needs analysis instruments which have provided data helpful for program development. Some of that data has been used in developing these statements. The office will attempt to maintain the college's awareness of the information so provided to assure that planning and programs relate to needs which serve the institution. Similarly, evaluation of a short and long term nature must be considered so that reassessment and sound decisions can be made.

The office will put together a series of programs aimed at expanding and developing Administrative/CTP Skills which focus on improved management. It is hoped that offerings may be made through continued and strengthened joint efforts with the Personnel Office, Business Office, Management Development Center and other in-house resources. The series of workshops based upon needs assessment data would include the following:

- further involvement of personnel in the Performance Planning and Review Program which looks at the process of evaluation
- expanded presentations of the Time Management program
- Supervising and Developing Personnel for improved utilization of employee talents
- Learning How to Identify and Handle Stress
- Exploring Cooperative Relationships Throughout the College
- Management Techniques as related to educational institutions
- Delegating Authority Effectively
- Communications programs which consider effective skills in writing, speaking and group interaction

Reception of faculty programs during the past year and needs assessment data highlight the continued concern with teaching, instructional design and supporting resources. The office will attempt to diffuse the programs of the past year and encourage further sharing among faculty which is directed toward practical application of current and new teaching technologies. In this respect it becomes very important to identify resource faculty who are willing to assist and share with specific program offerings. The areas to highlight would include:

- Instructional Design Workshops which look at teaching principles, group discussion skills, instructional objectives, test construction, etc.

- further development of the use of Computers in the Classroom and the potential for the support of classroom activities

- Test Construction and Analysis

- increasing one's capacity of Give Stimulating Lectures

- a look at Teaching Methods Other Than the Lecture

- assisting in how to make Optimal Use of a Variety of Learning Resources

- Faculty Exchange programs might occasionally be presented to share teaching ideas and interest throughout divisions

While the above mentioned programs attempt to give focus to efforts which improve the delivery of institutional services, some offerings may simply explore the new and refresh old skills, ideas and resources. These programs may be one-time offerings intended to stimulate awareness, involvement and the support for the institution and all personnel.

- Professional Development Film Series to provide opportunities to become acquainted with what's available on campus and open new horizons during lunch hour and evening periods between classes

- Guest Speakers Program to hear from people off the campus talking about current topics and new information (e.g. advanced technologies of curriculum in education, legal issues for educators, etc.)

Finally, the office will continue to interface with other offices across the campus to provide support for programs which have institutional acceptance and serve the needs of large numbers of people. These relationships where already evidenced should be strengthened. Some examples, although by no means exhaustive, are:

- the Personnel Office has begun to develop some important programs in cooperation with the Professional Development Office to help explain their role, orient new employees and promote sound personnel practices in such areas as Performance Planning & Review. The programs will be continued and expanded as jointly agreed upon to meet institutional goals

- Curriculum Reinforcement has worked with Professional Development during the past year to identify areas of interest supportive of activities to reduce student barriers to achievement. As requested, the office would want to continue this mutually beneficial program

- Adult Diagnostic Communications Clinic - here too, programs and workshops are being jointly planned to promote a better understanding of resources and approaches to working to improve the reading capacity of the LCC student/client population

- the Professional Resource Center and Professional Development Laboratory must continue to work very closely to assure that all personnel are aware of resources and assisted in making the best utilization of the many books, tapes, films strips and other materials available

- the Institutional Research Office has provided a tremendous assist to the office during the first year of operation. As we continue to grow the emphasis must be on viable programs recognized as such through sound evaluation. Although difficult to accomplish, evaluation must be refined to help reassess program activities and redirect or continue resource utilization related to each offering

These efforts on behalf of the Professional Development Laboratory and Office are viewed as an attempt to cooperate with the college's employees and programs so that people who make up the institution may better serve the community. Updated and competent people will assure that Lansing Community College continues to meet the challenges of the times.

DIVISIONAL AND PROFESSIONAL DEVELOPMENT OFFICE

PROGRAMS 1977-78

The following represent initial program plans for each of the divisions and the Professional Development Office. These statements were developed with preliminary data from the needs assessment and will require review to comply more directly to concerns of individual employee groups. This process of program review and planning will be furthered by the data from the Completed Needs Assessment Analysis and on-going discussion with personnel served throughout the college.

As the college moves into its second year of formal planning for Professional Development, each division will want to clarify program focus and direction. The Professional Development Office will continue to support all college programs.

DIVISION OF APPLIED ARTS & SCIENCES

PROFESSIONAL DEVELOPMENT PLAN

1977-78

The AA/S Professional Development Program is designed to promote the acceleration of activities already begun in the Division that are intended to improve professional competency of staff. It is also intended to initiate new programs and activities that will contribute to the improvement of the services that are directed to students and industrial/business customers of the Division.

Professional Development planning of activities and implementation of programs are guided by several general objectives. Foremost among these objectives is the effort to identify problems---concerns of individual AA/S staff about personal needs for skill development and concerns of AA/S leadership about the need to broaden or up-grade Divisional service capabilities. Professional Development is equally concerned with the selection and implementation of appropriate responses to resolve the concerns identified.

Professional Development in the Division of Applied Arts and Sciences is conducted with the objective of presenting new ideas and innovative methods in instructional philosophy and technology to instructors. This objective is to be accomplished at various levels: one level is the simple dissemination of information; another level offers opportunities for skill development in classes, seminars or workshops to instructional staff. At yet another level, encouragement and support is provided to instructors as they apply to their own individual instructional efforts the principles, techniques, etc. which they have identified as a result of their training experiences as desirable additions to or modifications of their current instructional practices.

Professional Development directs efforts toward assisting all staff-instructional, clerical, administrative, para-professional, technical, etc. to maintain currency in knowledge and skills in the areas of their professional responsibilities.

There is a danger that the effort to keep up on a day to day basis with the routine of duties will so absorb individual attention that there is no time for the improvement of skills or the study that is necessary to stay at the cutting edge of knowledge in one's field of expertise. Professional Development in the Division of Applied Arts and Sciences recognizes the importance of performing routine tasks effectively but is determined also to provide the means and the encouragement for constant renewal.

The Division of Applied Arts and Sciences has hundreds of people working together. With an employee group so large there is a constant recruitment of new individuals to serve in a variety of capacities. In order to assist these new team members to achieve their potential as soon as possible and for making a difference in the ability of the Division to deliver services to its customers, planning and activities are directed toward the objective of providing orientation experiences that will quickly bring on line the skills and capabilities of new workers.

Finally, there is the objective of determining, in a quantitative and qualitative manner, the impact of Professional Development activities on the effectiveness of the Division in meeting the needs of its customers and of its staff members. While the needs of both of these groups may be different in specifics, they are the same in that those who deliver service and those who receive services are both interested in reaching closer and closer to individual potentials for development. Professional Development has as its essential concern making a meaningful and measurable contribution to the achievement of the desires of individuals to become more effective in their personal and professional lives.

CBE-TTP

The Competency Based Education-Teacher Training Program (CBE-TTP) is designed to assist full and part-time faculty in the Division of Applied Arts and Sciences to sharpen instructional skills. The course will be completed during a 15 to 18 week period. It will feature self-paced study and project development activities in the audio-visual laboratory. This course will emphasize individual participant activities that will "demonstrate the ability to do".

In broad terms, the course will help faculty to further develop their ability to prepare a course of study and lesson plans, the ability to prepare instructional aids, utilize educational resources and the ability to manage learning activities.

In addition to individual work and projects in the AV Laboratory, there will be a series of group meetings, each three hours long, in which students will discuss together and with their instructor the activities and skills which they are studying.

Participants will be able to utilize the assistance of an outside consultant during the course and after they have completed the training. This consultant will help instructors to apply the principles learned in the CBE-TTP to their individual LCC instructional responsibilities.

TIME MANAGEMENT WORKSHOP

Time Management Workshop will be directed first of all towards secretarial, clerical, technical and administrative staff of the Division. It will emphasize how to organize your time, how to set goals, how scheduling helps in completion of tasks, how to make the most of priorities, what tasks are better left undone, etc.

Training will emphasize the practice of techniques so that principles presented can be immediately applied to individual work situations.

SUPERVISORY MANAGEMENT TRAINING

Supervisors need to understand the principles of positive reinforcement, how to give instructions effectively and how to evaluate the performance of individuals under their supervision in such a way that workers are motivated to improve their performance.

The supervisory management workshop will present techniques for achieving effective leadership. Training will be presented through film, discussions and role playing. Practical techniques will be demonstrated and practiced so that the principles studied can be applied immediately to actual on-the-job situations.

ORGANIZATIONAL COMMUNICATION

This workshop presented for staff in AA/S is designed to present the principles of effective communication in an organization. General principles will be presented but they will be tailored to meet the specific needs of the Division.

Participants will have the opportunity to learn and to practice techniques that will help them to become more successful in helping others to understand what is meant rather than just hearing what is said.

OFFICE MANAGEMENT WORKSHOP

The subjects presented during the Office Management Workshop will include Records Management, Customer Relations, Personnel Supervision, Paper Flow Management, Job Relations and Effective Communication Principles. Skills will be presented and opportunities provided to practice skills at the workshop.

THE REPORTER

The Reporter is the Divisional newspaper for Applied Arts and Sciences. It is designed to meet the need of informing nearly 700 faculty and staff in the Division about Professional Development opportunities, new programs, innovations and activities of special interest that are going on throughout the Division. Other topics of general interest will also be printed from time to time.

The newspaper is designed to contribute to the continuing effort to make all faculty and staff realize the importance of their personal contribution in helping to make AA/S successful and effective in delivering instructional services to clients.

INFORMATION RESOURCE SERVICE SYSTEM (IRSS)

This system has been developed to support Divisional administrators in their constant search for new ideas. Progress has an insatiable appetite for creative ideas and innovations. IRSS puts at the fingertips of administrators, twice monthly, a summary of research, projects, etc. in their individual professional interest areas. The system has excellent flexibility in responding to changes in administrators areas of interest to reflect the changing management needs in their respective areas of responsibility. The system will be extended to faculty after a suitable experimental period with administrators.

DEPARTMENTAL EXCHANGE

The Departmental Exchange Program was begun in May of 1977 and covered the Departments of Applied Technology, Engineering Technology and Health Careers. A visit with the Department of Performing and Creative Arts will complete the cycle. The purpose of these exchanges is to acquaint staff and faculty in the Division with staff, facilities and programs in each department.

The exchanges were implemented to provide the stimulus for ideas as to how the resources within each department can be better utilized in serving the needs of the students and the community.

Division of Applied Arts and Sciences

Professional Development Plan 1977-78

I. SCHEDULE OF ACTIVITIES

ACTIVITY	TARGET GROUP	PRESENTATION DATE	RESOURCE PERSONS(S)/COORDINATOR
1. CBE-TTP (Competency Based Education-Teacher Training Program	Full and Part Time Faculty	Fall Term '77, Winter Term '78 Spring Term '78, Summer Term '78	Donna Price
2. Time Management Workshop	Secretarial, Clerical, Technical, Administrative, Faculty	Fall Term '77 Health Careers and Divisional Staff. Winter Term '78 Engineering & Applied Technology. Spring Term '78 Performing and Creative Arts. Summer Term '78 Open Enrollment	Claudia Garlitz Bette Pitcock Lana Upton
3. Supervisory Management Training	Secretarial, Clerical, Technical, Administrative	Fall Term '77, Winter Term '78 Spring Term '78 Summer Term '78	Ilse Burke John Cooper
4. Organizational Communication	Secretarial, Clerical, Technical, Administrative	Fall Term '77 Performing and Creative Arts. Winter Term '78 Engineering & Applied Technology. Spring Term '78 Health Careers and Divisional Staff. Summer Term '78 Open Enrollment	John Cooper
5. Office Management Workshop	Secretarial, Clerical, Technical, Administrative	Winter Term '78, Spring Term '78	Madelyn Springer Dorothey Noyce
6. The REPORTER	All AA/S Staff	Monthly-Beginning August '77	Donna Scott Mary Janky Teresa Aven
7. IRSS (Information Resource Service System)	AA/S Administrators	Monthly - Beginning August '77	Lee Rowe Mary Dassent
8. Departmental Exchange	Secretarial, Clerical, Technical, Administrative	October 20, 1977	Shirley Schrauben

DIVISION OF ARTS & SCIENCES

PROFESSIONAL DEVELOPMENT PLAN

1977-78

If Professional Development is to become an accepted and expected part of the day-to-day functioning of the college, it must be responsive to staff needs. No externally prescribed program can succeed. While the annual survey provides substantial input, additional face-to-face discussions with groups and individuals at the beginning of the school year will provide additional breadth and depth. Throughout the year, continuous attention must be paid to keeping both formal and informal communication channels within the division open.

Early in the fall term, attempts will be made to meet with various groups to discuss past programming and communication efforts and needs for the future. The act of meeting should also serve to strengthen communication links and to reinforce the desire on our part to be responsive. Among the groups will be the department's classified personnel, administrators and personnel new to the division.

Anticipated Programming:

A. Instructional Exchange - Sessions will be scheduled in response to the interests of staff. Additional efforts are necessary in the areas of proper time schedule for sessions and involvement of administration, classified personnel and part-time faculty.

B. Instructional Design - Workshops will be offered to meet the interest levels expressed by staff. Consideration will be given to appropriate time scheduling to meet the needs of part-time faculty, additional leadership for the workshops. appropriate selection of participants with common needs and interests, breakdown of the workshop into shorter and somewhat more specific segments.

C. Workshop for Administrative Personnel - This program has been too long in development. We must proceed now.

D. Time Management - This workshop is due to be re-offered through the Professional Development Office.

E. Organizational Communication - Re-offering this session will help meet one of the expressed interests of Arts and Sciences clerical-classified staff.

F. Stress Workshop - Some exploration has occurred with regard to resources in this area. We need to proceed.

G. Evaluation - The summer term workshop in this area will be repeated if adequate resource personnel can be identified.

H. Computers - Continued offerings in the area of computers and education at Lansing Community College will be scheduled through Mike Byrne and Claude Watson.

I. New Personnel Tour - If interest is expressed, a divisional and campus-wide tour for new personnel will be scheduled.

J. Interpersonal Communication - Sessions in this area are indicated by the latest interest survey.

These programs provide the vehicles for addressing many of the needs and interests expressed in past and current interest inventories. Creative scheduling and use of these vehicles will move the Professional Development Program forward. If we are successful in keeping open communication with the staff, this plan will be substantially altered within a few months.

DIVISION OF BUSINESS

PROPOSED PROFESSIONAL DEVELOPMENT PLAN

1977-78

The Business Division has drawn up its proposed 1977-78 Professional Development Plan based on faculty, administrator, and clerical employees' interests expressed in the Professional Development Needs Analysis conducted during the spring of 1977. Elements of the Division's plan will be further refined at the initial Fall Term meeting of the Division's Professional Development Council. There may be occasion for alteration or expansion of the Plan during the year as new inputs occur and conditions change. As before, the professional development opportunities offered will be entirely voluntary for all faculty, administrators, and clerical, both full and part-time.

The Professional Development Needs Analysis indicates that 1) Division of Business faculty, administrators, and clerical employees appear to share some professional development interests, and 2) the professional development activities indicated by full-time faculty as meriting priority were similar to the activities expressed by part-time faculty. These alignments of viewpoint should afford the opportunities for members of one group to share in seminars and/or workshops scheduled for another group.

The programs which the Division of Business plans to offer will be in addition to those conducted by the College on an institutional-wide basis. The Division of Business proposed Professional Development Plan will include, but may not be limited, to the following efforts:

1. Clerical Personnel

November 1977 — Communication Skills

This program addresses the communication process in terms of how to be understood, how to understand others, how to gain acceptance for oneself and one's ideas, and how to induce desired action. There is emphasis on the two-way nature of communications, and the fact that in all communications common understanding must be obtained.

December 1977 — Effective Supervision

Participants have the opportunity to learn a number of supervisory techniques which assist in maximizing effective direction of subordinates. Topics include motivation, achieving employee cooperation, the appraisal process, and the exercise of positive discipline.

2. Faculty

November 1977 — Non-Traditional Teaching Methods

Interested faculty members are exposed to a variety of non-traditional teaching methods including the Keller Plan, team teaching, audio-visual-tutorial, computer assisted and computer managed instruction, and others.

February 1978 — Creative Lectures

This program presents a variety of options to those using the lecture mode. Delivery styles, voice dynamics, utilization of visual aids, questioning techniques, and student participation are discussed in detail.

April 1978 — Evaluating Students

Alternative methods of student evaluation are explored in this workshop. Attendees have the opportunity to assess the various measurement utilities of objective testing, essay testing, performance examination, student projects, and term paper preparation.

3. Administrators

December 1977 — Intra-Divisional Communications

Participating administrators examine the communications process as it relates to divisional elements, including the dean's office, departmental chairpersons' offices and the various academic offices. Attention is paid to the written form and spoken form of communication, unique sender/receiver relationships, and barriers to effective divisional communications.

March 1978 — Budgets and Budgeting

This workshop reviews the College budget process in terms of budget format and components, budget schedule, and budget execution and review. Sources of funding and fiscal constraints are also discussed.

4. General

February 1978 — Community Colleges and Education in the 1980's

Participants will engage in an assessment of the educational needs of the 1980's and what the community college's role should or might be. Among the topics covered

are the impact of an older population, the increased number of women engaged in business careers, the expansion of our service economy, and the impact of federal, state, and local legislation on educational standards.

April 1978 — Cooperative Relationships in the College Setting

The program addresses how cooperation can be generated and maintained in a complex institutional setting. Topics include an examination of the organizational structure, human motivation, individual behavior processes, human groups, and the management of change.

The Division of Business will use the services of a variety of resources in the preparation and delivery of the workshops/programs included in the plan. The resources may include the Management Development Center, noted educators and administrators from within the College and without, and the office of the dean of the Business Division.

COLLEGE SERVICES DIVISION

PROFESSIONAL DEVELOPMENT PLAN

1977-78

The following programs which relate to the professional development thrust of the college are currently under review by the College Services Division.

Auxiliary Officer Training Module

This will be an AVT program designed to acquaint newly hired Public Safety Auxiliary officers with their job responsibilities and expectations, procedures of the Department of Public Safety, methods of operation of the Public Safety Department and other pertinent information to allow them to function more positively in their job assignments.

Warnier Method Structure Systems

This is a method of instruction relating to systems flow and program logic.

Systems, Procedures and Policy Review

We are currently reviewing all systems, procedures and policies of the College Services Division with the assistance of outside consultants and auditors.

AVT Approach Explaining the Various Services of the College Services Division

We are considering this approach to college-wide explanation of the various services offered by this division and how to call upon those services.

Energy Conservation Seminar

We are investigating the feasibility of providing information to the college community regarding energy conservation measures that can be taken.

Additionally, we will soon fill a part-time position within the College Services Division, specifically assigned the Professional Development task. We look forward to positive development and implementation of Professional Development programs from the College Services Division.

DIVISION OF LEARNING RESOURCES

PROFESSIONAL DEVELOPMENT ACTIVITIES PRELIMINARY PLAN

1977-78

Professional Development is variously defined as staff and/or faculty development. During the past year (1976-77) in LRD, Professional Development operated in a framework in which it could have been defined as organizational, personal and instructional development. This definition was reflected in the kinds of Professional Development activities that were planned by and for LRD staff. For example, under organizational development Dr. Sachs of MSU conducted an organizational communication workshop and the follow-up communication luncheons were conducted by the Dean's Office. Under personal development, there was an assertiveness workshop conducted by Ruth Ziegler and Nancy Welton of S.P.S. and a Records Management Workshop conducted by Marilynn Slade of Records Systems and Equipment Corporation assisted by Ronda Rothermel of IMD. Lastly, under instruction development there was the Instructional Design Workshop conducted by IMD faculty and the Dean's Office.

The past academic year marked the beginning of systematic efforts to plan Professional Development activities in the Division of Learning Resources. As a first we think it was, because of staff participation, successful. We expect and are looking forward to a better program for 1977-78. And in doing so, it is hoped that as many staff as last year, if not more will participate during this coming year. Some of next year's activities have been planned from our 1976-77 staff needs assessment survey. And others have been planned as a result of various comments made by staff during the year. At this time the completed results of the 1977-78 needs assessment survey administered by John Cooper are not available. However, the preliminary results tend to indicate high interests in four areas. They are:

1) keeping up with new developments in one's area of responsibility
2) recognizing stress
3) cooperative relationship across the college
4) organizational communication
5) problem solving and decision making.

Professional Development efforts will continue to be aimed at providing activities that are based specifically on the interests of staff as indicated by the survey.

In the meantime, the following activities are either currently underway or being planned. In any case all activities, to date, are part of next years (1977-78) Professional Development Plan.

1. WORKSHOP ON PUBLIC SERVICES USES OF OCLC NETWORK*

Facilitator: Mrs. Ena Ho, Library Services
Date(s): August 5 - September 30, 1977
Time: 8:30 - 10:30 a.m.
Location: OC Room 228

This workshop is aimed primarily at the library staff who will integrate the OCLC network into an integral part of the learning resource centers system of service delivery. This workshop will include all levels of Library Services staff, as well as other interested LRD staff, part and full-time.

2. OPERATIONS/MAINTENANCE/QUALITY CONTROL WORKSHOP ON CPT PROCESSOR*

Facilitator: Mr. Rod Jones, Kreonight Co., Wichita, Kansas
Date(s): August/September, 1977
Time: TBA (1day)?
Location: Photography Center

This workshop is aimed at providing participants with knowledge and skills in the operation, maintenance, etc. of the CPT processor. The principal participants will be staff and faculty of the Photography Curriculum.

3. DIVISIONAL CROSS COMMUNICATION AND UP-DATE BREAKFAST (CONTINENTAL)

Facilitators: Dean Platte, Ellen Person, Dale Dunham and John Cooper
Date(s): September, 1977
Time: 8:30 - 10:00 a.m.
Location: TBA

This workshop is aimed at providing LRD staff a chance to learn, in a group setting, what is happening across the total division. Such things as faculty sabbaticals, special appointments, departmental projects, etc., will be discussed. A question and answer period for staff and administrator interaction is intended. In sum, this is the year's first inter-departmental/divisional communication maintenance activity, others will take place during the year.

4. SELF-DEFEATING BEHAVIOR ELIMINATING WORKSHOP

Facilitators: Mr. Barry Stearns and Ms. Barbara Springer, S.P.S.
Date(s): October 3, 10, 17, 24 and November 24, 1977
Time: 8:30 - 10:45 a.m.
Location: OC 308W

This workshop is designed to help participants acquire some knowledge and understanding of self-defeating behaviors. Also how to recognize such behaviors and learn how self-defeating behaviors are started, maintained and how they can be eliminated.

5. THE LIBRARIAN AND COPYRIGHT

Facilitator: Mr. Charles Wolfe, Law Librarian, State Law Library
Date: October, 1977
Time: TBA
Location A & S - Learning Resource Center

This workshop is designed primarily to assist library staff with understanding the copyright process and how it relates to the medium of print. This is one of two or three workshops that will be planned for 1977-78, all of which will address the question of copyright as it relates to learning resources. However, each will differ somewhat, for example, the second one will be concerned with AV materials and the third with a legal interpretation as viewed by a Patents & Trades Lawyer.

6. 504 REGULATIONS AND THE HANDICAPPED CLIENTELE

Facilitator: Mr. Willard Walker, Department of Education, Office of Vocational Rehabilitation Services
Date: October, 1977
Time: TBA
Location: TBA

This workshop will be divided into three parts. The first will be aimed at making staff aware of these new regulations and their potential impact upon both staff and services. The second part will be aimed more at educating staff on ways to plan and meet critical regulation dates, etc. The third part will be aimed at implementation. At this time arrangements for part one are being made.

7. ASSERTIVENESS TRAINING WORKSHOP

Facilitators: Ms. Ruth Ziegler and Ms. Nancy Welton
Date(s): November 4 and 10, 1977
Time: 8:30 11:30 a.m.
Location: OC 308W

This workshop is an activity aimed at providing staff with simulated staff-manager, staff-staff and staff-institution experiences.

8. WORKSHOP ON COPYRIGHT AND AV MATERIALS

Facilitator: Mrs. Mary A. Hanna, Michigan Department of Education, State Library Services
Date: December, 1977
Time: TBA
Location: TBA

Refer to number five (5) for explanation.

9. INSTRUCTIONAL DESIGN WORKSHOP (MAINTENANCE)

Facilitators: Staff
Date(s): Continuously
Time: Day, Evening and Week-end
Location: TBA

This workshop is primarily aimed at providing an on going maintenance of objective setting and writing, task analysis etc. This type of workshop will also be conducted for individuals when requested.

10. COPYRIGHT: A LEGAL INTERPRETATION

Facilitators: Mr. William Morriss, Attorney at Law, Lansing, MI
Date: TBA
Time: TBA
Location: TBA

Refer to number five (5) for explanation

11. LEARNING RESOURCES: "STATE OF THE ART"

Speaker/Facilitator: Man or woman of National stature who can present a state of the art perspective on the whole of Learning Resources (instructional technology). Letters will be sent from the Dean's office. A list of names is currently being worked-up for consideration.
Date: Winter, 1978**
Time: TBA
Location: TBA

Use same information as given.

All of the above mentioned activities are based on staff inputs, as was last years activities. We will continue accepting comments, suggestions, etc., throughout the year and strive to maximize staff input.

* - Initiated at the departmental level.

**- Sooner if possible.

Division of Student Personnel Services
Proposed Professional Development Plan For
1977-78

FALL TERM

1. Program: Orientation and Welcome Dinner for Part-Time Faculty
   Date: September 15, 1977
   Target Group: Part-Time Faculty in CAE, SDS, PE
   Resource Persons: Dean Schaar, Dr. Herder, Dr. Cansfield, Mr. Lingo, and appropriate Student Personnel Services staff

   An orientation, get-acquainted dinner will be offered to all part-time instructors within our Division. Basic information about grading, counseling services, reading/math labs, and the function of our Division and College will be explained and part-time faculty will be made to feel welcome and important in our Division. An orientation module developed by John Cooper's office may be shown, and appropriate Student Personnel Services staff will be in attendance to answer questions.

2. Program: MBO in SPS
   Date: September 29, 1977
   Target Group: Administrators and Counselors
   Resource Persons: Kathleen Dannemiller and John Trenkle, University of Michigan

   Postponed from Spring Term, this program will provide two consultants who have worked with Management by Objectives at the University of Michigan. They will meet with each departmental chairperson in the morning to review and discuss our current MBO program. An afternoon workshop will be provided for all administrators and counselors for the purpose of improving our MBO system and providing the review and maintenance such a system periodically requires if it is to remain effective.

3. Program: Creative Thinking and Creative Problem Solving
   Date: October 13, 1977
   Target Group: All Student Personnel Services staff (except student aides)
   Resource Person: Dr. Gordon Rohman, Special Consultant for Lifelong Education, Michigan State University

   Dr. Rohman provides a workshop designed to free our minds from the conceptual "boxes" we create for ourselves as we approach challenges and problems. He has taught a very popular evening course using this model. In offering this program, the Divisional Professional Development program is coordinating with

the Department of Student Development Services In-Service effort. Micki Turner and the Student Development Services In-Service Committee had planned this program. Since it has such broad appeal, however, it is very appropriate to involve the entire Division to start the year in a positive frame of mind and to help people get "charged."

4. Program: Workshop on Scheduling and Grade Reporting Procedure
   Date: Undetermined
   Target Group: SPS secretaries and administrators who work with this information
   Resource Persons: Jane DeRose, B. J. Hendy, Kay Grounds, Phyllis Rich

   A workshop to clarify questions about forms and procedures to be used when reporting grades, making course code assignments, section reservations, section changes, assignment of flat fees for seminars, etc. If the workshop is well-received, it could be offered to appropriate staff college-wide.

WINTER TERM

1. Program: Time Management
   Date: Undetermined
   Target Group: Interested Student Personnel Services staff
   Resource Persons: John Cooper and Student Personnel Services staff who attended previous Time Management Workshop

   As a follow-up to a previous college-wide workshop, Student Personnel Services staff, with assistance from John Cooper, will provide a similar workshop to share what they learned.

2. Program: Instructional Design Workshop
   Date: Undetermined
   Target Group: Full and Part-Time Faculty in CAE, SDS, PE
   Resource Persons: John Cooper, and faculty who have attended previous Instructional Design Workshop

   A workshop to teach our teachers such techniques as preparing teaching objectives, varying their teaching techniques, writing good tests, etc. This workshop may be scheduled twice, once during the day and once during evening hours or on Saturday.

3. Program: Trouble Shooting From Your Desk
(Back by Popular Demand)
Date: Undetermined
Target Group: Student Aides
Resource Person: Robin Hughes, Drug Education Center, East Lansing

How to deal with angry students, mental cases, convulsive disorders, abusive phone calls, fires, threats, bomb scares, etc. This program was well-received and it was suggested that student aides could benefit from it. Support staff who missed the first presentation will be encouraged to attend.

SPRING TERM

Spring Term is being left open at present for programs that grow out of previous workshops, or from college-wide efforts. Suggestions are: "Follow-up on MBO," "Stress and How To Work/Live With It" (Micki Turner and neuro-muscular relaxation, Physical Education mini-class in yoga, or a staff jogging club); "Problem-Solving and Decision-Making" (Personnel Development Associates, John Wiegand and Ginger Evans 489-5751, management consultants, do a good job with this from a very business-oriented viewpoint which might appeal to administrators).

A college-wide program is being considered on Legal Issues and the Community College. Dale Herder is investigating the possibility of bringing consultants to campus from Farleigh-Dickenson University or Ann Arbor.

ONGOING PROGRAMS

1. Regular showings of the Orientation Modules at the beginning of each term for new student aides and new regular staff.

2. Assignment of one Student Personnel Services staff member to be an Orientation Person-Tour Guide for new staff. This could be on a rotating basis. The responsibility would be to introduce the person around the Division and give them a tour of the campus.

PROFESSIONAL DEVELOPMENT ABSTRACT

The Professional Development Needs Assessment was developed to gather data to assist the Divisional Professional Development Officers and the Professional Development Director in the planning phase of the 1977-78 Professional Development Plan. College employees were asked to indicate the importance of each of 30 professional development activities to them in their job at Lansing Community College. The response alternatives were Extremely Important, Fairly Important, Neither Important Nor Unimportant, Somewhat Unimportant and Extremely Unimportant. The data was segmented to isolate and examine employee interests in the professional development activities by job classification and full or part time employment status for each division. Of the 1600 questionnaires distributed, 25% or 397 were returned.

Two general trends in the data are apparent. First, the results of the analysis indicate that employee groups within a division, with the exception of part time and full time faculty, did not identify the same professional development activities as "extremely" and "fairly" important. In addition, employee groups across divisions did not indicate similar interests, although classified employees did appear to share some interests in similar activities. This dissimiliarity of interests may be a result of the emphasis the College places on divisional autonomy.

The second general trend in the data indicates that full and part time faculty within the same division share many of the same interests regarding professional development. It may be that the professional attitudes of part time and full time faculty within divisions are not substantially different. It is interesting to note that faculty interests were not the same across divisions.

The data analysis indicated, for each employee group in each division, the professional development activities that were most often rated "extremely" and "fairly" important by employees in their jobs. These data suggest that college wide and even division wide programming may not be appropriate. Instead, professional development activities for the coming year should be planned with a particular divisional employee group in mind.

A detailed analysis can be obtained from the Professional Development Director.

- PRELIMINARY -

NEEDS ASSESSMENT ANALYSIS

The results of the Professional Development Needs Assessment have been tabulated to indicate the professional development activities that were rated most often as extremely important and very important by college employees. College employees were asked to indicate each potential professional development program's importance to them in their jobs at LCC. The response scale was extremely important, fairly important, neither important nor unimportant, somewhat unimportant and extremely unimportant.

The data obtained from all employees is summarized below. The five programs that were most frequently rated as extremely important and fairly important are listed in rank order. (The appended data sheet lists all 29 Professional Development activities in their respective rank order positions.) As might be expected, Keeping Abreast of New Developments in My Area of Responsibility was considered to be extremely important and fairly important to the largest number of employees. Applying Problem Solving and Decision Making Techniques, Developing Interpersonal Communication Skills, Learning How to Recognize and Handle Stress and Exploring Cooperative Relationships Throughout the College were also viewed as being extrely important and fairly important to a majority of employees.

College Wide Rankings

Professional Development Activity	Percent of the College's employees who rated the activity as extremely important and fairly important
Keeping Abreast of New Developments in My Area of Responsibility	89%
Applying Problem Solving and Decision-Making Techniques	70%
Learning How to Recognize and Handle Stress	68%
Developing Interpersonal Communication Skills	68%
Exploring Cooperative Relationships Throughout the College	68%

For our purposes the data has been segmented to isolate and examine each division's response to the Needs Assessment. Again, the data has been tabulated to indicate the Professional Development activities that were most often rated as extremely important and fairly important. In the Arts and Sciences Division, employees rated Keeping Abreast of New Developments in my Area of Responsibility most often as extremely and fairly important. In addition Understanding and Using Teaching Methods Other than Lecture, Increasing Capacity to Give Stimulating Lectures, Learning to make Optimal Use of a Variety of Learning Resources, and Using Evaluation Skills in the Classroom were also rated fairly high. (See the appended data sheet for each program's rank order position.)

Arts & Sciences Rankings

Professional Development Activity	Percent of the College's employees who rated the activity as extremely important and fairly important
Keeping Abreast of New Developments in My Area of Responsibility	94%
Understanding and Using Teaching Methods Other Than the Lecture	85%
Increasing Capacity to Give Stimulation Lectures	77%
Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio-Visual, Other Media, etc.)	76%
Using Evaluation Skills in the Classroom	72%

Similar priorities appear in the other two instructional divisions. The following activities were rated extremely important and fairly important by employees in the Division of Applied Arts and Sciences.

Applied Arts & Sciences Rankings

Professional Development Activity	Percent of the College's employees who rated the activity as extremely important and fairly important
Keeping Abreast of New Developments in My Area of Responsibility	95%
Understanding and Using Teaching Methods Other Than the Lecture	78%
Applying Problem Solving and Decision-Making Techniques	73%
Using Evaluation Skills in the Classroom	72%
Increasing Capacity to Give Stimulating Lectures	69%

Similarly, the activities most frequently rated as extremely and fairly important in the Business Division also appear to be related to the instructional process. For additional information purposes each activity is listed in its rank order position for both Divisions.

Business Rankings

Professional Development Activity	Percent of the College's employees who rated the activity as extremely important and fairly important
Keeping Abreast of New Developments in My Area of Responsibility	84%
Understanding and Using Teaching Methods Other Than the Lecture	70%
Increasing Capacity to Give Stimulating Lectures	64%
Developing Interpersonal Communications Skills	64%
Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio Visual, Other Media, etc.)	63%

As might be expected, the three Service Divisions, College Services, Learning Resources and Student Personnel Services, indicated different priorities in terms of the Professional Development activities employees viewed as extremely and fairly important to their jobs. The emphasis was not on the instructional process but on communications, stress and problem solving type issues. The five programs most often rated as extremely important and fairly important are listed below for each of the three Divisions.

College Services Rankings

Professional Development Activity	Percent of the College's employees who rated the activity as extremely important and fairly important
Learning How to Recognize and Handle Stress	88%
Exploring Cooperative Relationships Throughout the College	85%
Keeping Abreast of New Developments in My Area of Responsibility	85%
Applying Problem Solving and Decision-Making Techniques	82%
Understanding Organizational Communication Within My Division	82%

Learning Resources Rankings

Professional Development Activity	Percent of the College's employees who rated the activity as extremely important and fairly important
Keeping Abreast of New Developments in My Area of Responsibility	94%
Learning How to Recognize and Handle Stress	82%
Exploring Cooperative Relationships Throughout the College	80%
Understanding Organizational Communication Within My Division	80%
Applying Problem Solving and Decision-Making Techniques	80%

Student Personnel Services Rankings

Professional Development Activity	Percent of the College's employees who rated the activity as extremely important and fairly important
Learning How to Recognize and Handle Stress	85%
Keeping Abreast of New Developments in My Area of Responsibility	82%
Working with Conflict Resolution for More Effective Functioning in My Job	77%
Applying Problem Solving and Decision-Making Techniques	75%
Developing Interpersonal Communication Skills	74%

The rank orderings for all thirty programs are attached.

Those employed in central administration indicated professional development priorities that appear to be somewhat different from the priorities of the other divisions. The number of employees who responded in this group is quite small (10).

Central Administration Rankings

Professional Development Activity	Percent of the College's employees who rated the activity as extremely important and fairly important
Applying Problem Solving And Decision-Making Techniques	100%
Exploring Cooperative Relationships Throughout the College	100%
Keeping Abreast of New Developments in My Area of Responsibility	90%
Using Evaluation Skills in the Classroom	90%
Learning How to Have Impact on the Formulation of Institutional Procedures	90%

In summary, it appears as though the divisional responses segment into three categories based upon the primary function of the division. (At least as that function is defined by the employees who responded.) The instructional divisions (Arts & Sciences, Applied Arts & Sciences and Business) were most often interested in the Professional Development activities related to instruction while the Service Divisions (Learning Resources, Student Personnel Services and College Services) were primarily interested in problem solving and communications type issues as well as stress effects. As might be expected the needs expressed by those of the Central Administration were clearly more administrative.

Qualifications

It is important to note that these data are related to college employees at two levels: a) all employees at the college wide level and b) the employees as a group in each division. At the present time the analysis has not been extended to examine unclassified, classified/technical/paraprofessional and professional, administrative, faculty and custodial needs. Secondly, comparisons between part-time and full-time employee needs have not been made. In other words, the needs of any particular employee group within a division can not be identified at this time.

- Arts & Sciences Data Sheet -
(in rank order)

Keeping Abreast of New Developments in My Area of Responsibility

Understanding and Using Teaching Methods Other Than the Lecture

Increasing Capacity to Give Stimulating Lectures

Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio-Visual, Other Media, etc.)

Using Evaluation Skills in the Classroom

Attaining a Better Understanding of the Programs, Problems, and Possibilities of Community Colleges

Knowing How to Make Effective Use of the LCC Counselors

Diagnosing the Individual learning Styles of Students As a Basis For Individualizing Instruction

Developing Interpersonal Communications Skills

Exploring Cooperative Relationships Throughout the College

Preparing and Working From Specific Objectives

Learning How to Recognize and Handle Stress

Gaining Experience in Teaching New Constituencies (Ethnic Minorities, Senior Citizens, Women, Adult Learners, etc.)

Learning How to Have Impact on the Formulation of Institutional Procedures

Applying Problem Solving and Decision-Making Techniques

Improving Written Communication Skills

Understanding Organizational Communication Within My Division

Providing a Means for Individuals to Share in Group Situations

Using Oral Communication Skills in Group Skills

Working With Conflict Resolution For More Effective Functioning in My Job

Understanding Data Processing (An Overview of Uses and Potential)

Recognizing Legal Issues Affecting Community Colleges

Describing in Behavioral Terms the Performance Outcomes for Instruction

Developing Personnel Evaluation Skills

Delegating Authority Effectively

Developing Interviewing Skills

Working With Recruitment and Selection of Personnel

Becoming Familiar With Management Techniques (an Overview of Systems Management: PPBS, MBO, MIS, PERT, CPM)

Supervising and Developing Personnel

Planning and Administering Budgets

- Applied Arts & Sciences Data Sheet -
(in rank order)

Keeping Abreast of New Developments in My Area of Responsibility

Understanding and Using Teaching Methods Other Than the Lecture

Applying Problem Solving and Decision-Making Techniques

Using Evaluation Skills in the Classroom

Increasing Capacity to Give Stimulating Lectures

Improving Written Communication Skills

Preparing and Working From Specific Objectives

Diagnosing the Individual learning Styles of Students As A Basis For Individualizing Instruction

Developing Interpersonal Communications Skills

Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio-Visual, Other Media, etc.)

Exploring Cooperative Relationships Throughout the College

Attaining a Better Understanding of the Programs, Problems, and Possibilities of Community Colleges

Delegating Authority Effectively

Understanding Organizational Communication Within My Division

Using Oral Communication Skills in Group Skills

Knowing How to Make Effective Use of the LCC Counselors

Learning How to Recognize and Handle Stress

Learning How to Have Impact on the Formulation of Institutional Procedures

Providing a Means for Individuals to Share in Group Situations

Gaining Experience in Teaching New Constituencies (Ethnic Minorities, Senior Citizens, Women, Adult Learners, etc.)

Developing Personnel Evaluation Skills

Supervising and Developing Personnel

Describing in Behavioral Terms the Performance Outcomes for Instruction

Working With Recruitment and Selection of Personnel

Developing Interviewing Skills

Becoming Familiar With Management Techniques (an Overview of Systems Management: PPBS, MBO, MIS, PERT, CPM)

Recognizing Legal Issues Affecting Community Colleges

Working with Conflict Resolution For More Effective Functioning in My Job

Planning and Administering Budgets

Understanding Data Processing (An Overview of Uses and Potential)

- Business Data Sheet -
(in rank order)

Keeping Abreast of New Developments in My Area of Responsibility

Understanding and Using Teaching Methods Other Than the Lecture

Increasing Capacity to Give Stimulating Lectures

Developing Interpersonal Communications Skills

Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio-Visual, Other Media, etc.)

Using Oral Communication Skills in Group Skills

Using Evaluation Skills in the Classroom

Applying Problem Solving and Decision-Making Techniques

Improving Written Communication Skills

Knowing How to Make Effective Use of the LCC Counselors

Preparing and Working From Specific Objectives

Learning How to Recognize and Handle Stress

Diagnosing the Individual learning Styles of Students As a Basis for Individualizing Instruction

Attaining a Better Understanding of the Programs, Problems, and Possibilities of Community Colleges

Understanding Organizational Communication Within My Division

Becoming Familiar With Management Techniques (an Overview of Systems Management: PPBS, MBO, MIS, PERT, CPM)

Learning How to Have Impact on the Formulation of Institutional Procedures

Exploring Cooperative Relationships Throughout the College

Describing in Behavioral Terms the Performance Outcomes for Instruction

Delegating Authority Effectively

Gaining Experience in Teaching New Constituencies (Ethnic Minorities, Senior Citizens, Women, Adult Learners, etc.)

Developing Personnel Evaluation Skills

Recognizing Legal Issues Affecting Community Colleges

Understanding Data Processing (An Overview of Uses and Potential)

Working With Conflict Resolution For More Effective Functionaing in My Job

Supervising and Developing Personnel

Providing a Means for Individuals to Share in Group Situations

Planning and Administering Budgets

Developing Interviewing Skills

Working with Recruitment and Selection of Personnel

- COLLEGE SERVICES DATA SHEET -
(in rank order)

Learning How to Recognize and Handle Stress

Exploring Cooperative Relationships Throughout the College

Keeping Abreast of New Developments in My Area of Responsibility

Applying Problem Solving and Decision-Making Techniques

Understanding Organizational Communication Within My Division

Preparing and Working From Specific Objectives

Developing Interpersonal Communications Skills

Recognizing Legal Issues Affecting Community Colleges

Improving Written Communication Skills

Supervising and Developing Personnel

Becoming Familiar With Management Techniques (an Overview of Systems Management: PPBS, MBO, MIS, PERT, CPM)

Attaining a Better Understanding of the Programs, Problems, and Possibilities of Community Colleges

Planning and Administering Budgets

Delegating Authority Effectively

Using Oral Communication Skills in Group Skills

Learning How to Have Impact on the Formulation of Institutional Procedures

Developing Personnel Evaluation Skills

Understanding Data Processing (An Overview of Uses and Potential)

Working With Conflict Resolution For More Effective Functioning in My Job

Developing Interviewing Skills

Working With Recruitment and Selection of Personnel

Providing a Means for Individuals to Share in Group Situations

Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio-Visual, Other Media, etc.)

Describing in Behavioral Terms the Performance Outcomes for Instruction

Increasing Capacity to Give Stimulating Lectures

Knowing How to Make Effective Use of the LCC Counselors

Using Evaluation Skills in the Classroom

Understanding and Using Teaching Methods Other Than the Lecture

Gaining Experience in Teaching New Constituencies (Ethnic Minorities, Senior Citizens, Women, Adult Learners, etc.)

Diagnosing the Individual learning Styles of Students As a Basis For Individualizing Instruction

- LEARNING RESOURCES DATA SHEET -
(in rank order)

Keeping Abreast of New Developments in My Area of Responsibility

Learning How to Recognize and Handle Stress

Exploring Cooperative Relationships Throughout the College

Understanding Organizational Communication Within My Division

Applying Problem Solving and Decision-Making Techniques

Working With Conflict Resolution For More Effective Functioning in My Job

Developing Interpersonal Communications Skills

Preparing and Working From Specific Objectives

Supervising and Developing Personnel

Delegating Authority Effectively

Attaining a Better Understanding of the Programs, Problems, and Possibilities of Community Colleges

Using Oral Communication Skills in Group Skills

Improving Written Communication Skills

Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio-Visual, Other Media, etc.)

Developing Personnel Evaluation Skills

Understanding Data Processing (An Overview of Uses and Potential)

Becoming Familiar With Management Techniques (an Overview of Systems Management: PPBS, MBO, MIS, PERT, CPM)

Providing a Means for Individuals to Share in Group Situations

Developing Interviewing Skills

Learning How to Have Impact on the Formulation of Institutional Procedures

Recognizing Legal Issues Affecting Community Colleges

Working With Recruitment and Selection of Personnel

Understanding and Using Teaching Methods Other Than the Lecture

Diagnosing the Individual learning Styles of Students As a Basis For Individualizing Instruction

Knowing How to Make Effective Use of the LCC Counselors

Increasing Capacity to Give Stimulating Lectures

Planning and Administering Budgets

Gaining Experience in Teaching New Constituencies (Ethnic Minorities, Senior Citizens, Women, Adult Learners, etc.)

Using Evaluation Skills in the Classroom

Describing in Behavioral Terms the Performance Outcomes for Instruction

- STUDENT PERSONNEL SERVICES DATA SHEET -
(in rank order)

Learning How to Recognize and Handle Stress

Keeping Abreast of New Developments in My Area of Responsibility

Working With Conflict Resolution For More Effective Functioning in My Job

Applying Problem Solving and Decision-Making Techniques

Developing Interpersonal Communications Skills

Understanding Organizational Communication Within My Division

Delegating Authority Effectively

Using Oral Communication Skills in Group Skills

Attaining a Better Understanding of the Programs, Problems, and Possibilities of Community Colleges

Improving Written Communication Skills

Supervising and Developing Personnel

Understanding Data Processing (An Overview of Uses and Potential)

Developing Personnel Evaluation Skills

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Recognizing Legal Issues Affecting Community Colleges

Developing Interviewing Skills

Learning How to Have Impact on the Formulation of Institutional Procedures

Exploring Cooperative Relationships Throughout the College

Planning and Administering Budgets

Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio-Visual, Other Media, etc.)

Describing in Behavioral Terms the Performance Outcomes for Instruction

Gaining Experience in Teaching New Constituencies (Ethnic Minorities, Senior Citizens, Women, Adult Learners, etc.)

Understanding and Using Teaching Methods Other Than the Lecture

Diagnosing the Individual learning Styles of Students As a Basis for Individualizing Instruction

Increasing Capacity to Give Stimulating Lectures

Using Evaluation Skills in the Classroom

- CENTRAL ADMINISTRATION DATA SHEET -
(in rank order)

Applying Problem Solving and Decision-Making Techniques

Exploring Cooperative Relationships Throughout the College

Keeping Abreast of New Developments in My Area of Responsibility

Using Evaluation Skills in the Classroom

Learning How to Have Impact on the Formulation of Institutional Procedures

Improving Written Communication Skills

Learning How to Recognize and Handle Stress

Developing Interviewing Skills

Developing Interpersonal Communications Skills

Understanding Organizational Communication Within My Division

Supervising and Developing Personnel

Becoming Familiar With Management Techniques (an Overview of Systems Management: PPBS, MBO, MIS, PERT, CPM)

Attaining a Better Understanding of the Programs, Problems, and Possibilities of Community Colleges

Using Oral Communication Skills in Group Skills

Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio-Visual, Other Media, etc.)

Preparing and Working From Specific Objectives

Developing Personnel Evaluation Skills

Working With Conflict Resolution For More Effective Functioning of My Job

Understanding Data Processing (An Overview of Uses and Potential)

Delegating Authority Effectively

Providing a Means for Individuals to Share in Group Situations

Recognizing Legal Issues Affecting Community Colleges

Working With Recruitment and Selection of Personnel

Knowing How to Make Effective Use of the LCC Counselors

Planning and Administering Budgets

Gaining Experience in Teaching New Constituencies (Ethnic Minorities, Senior Citizens, Women, Adult Learners, etc.)

Diagnosing the Individual learning Styles of Students As a Basis for Individualizing Instruction

Describing in Behavioral Terms the Performance Outcomes for Instruction

Increasing Capacity to Give Stimulating Lectures

Understanding and Using Teaching Methods Other Than the Lecture

- COMPLETED -

PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT ANALYSIS

The Professional Development Needs Assessment was developed by the Professional Development Office and the Institutional Research Office. The questionnaires were distributed in each division by the divisional Professional Development Officers and then returned by them to the Professional Development Director. The data analysis has been done by the Research Office. The survey was undertaken to gather data for the planning phase of the 1977-78 Professional Development Plan.

College employees were asked to indicate each professional development activity's importance to them in their jobs at LCC. The response scale was: Extremely Important, Fairly Important, Neither Important Nor Unimportant, Somewhat Unimportant and Extremely Unimportant. The results of the Professional Development Needs Assessment have been tabulated to indicate the professional development activities that were rated most often as "extremely important" and "fairly important" by college employees. The data was segmented to isolate and examine each division's response to the Needs Assessment. Within each division the responses have been analyzed for college employees by both their job classification and their employment status. The job classifications used were: Unclassified, Classified/Technical/Para-professional, Administration, Faculty and Custodial. The data has been tabulated for groups where three or more employees responded. An appended data sheet gives the number of employees who returned questionnaires by division, by job classification and by full or part time employment status. Return rates, which are based upon employee counts provided by the Personnel Office, are also given.

Within the Arts and Sciences Division the five activities rated most often as "extremely important" and "fairly important" are shown for full time classified employees (5 employees responded), full time administrators (3 employees responded) and both full time faculty (18 employees responded) and part time faculty (29 employees responded).

Classified Employees
A & S

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Exploring Cooperative Relationships Throughout The College	100%	5
Keeping Abreast of New Developments in My Area of Responsibility	100%	5
Understanding Organizational Communication Within My Division	100%	5
Learning How to Recognize and Handle Stress	100%	5
Developing Interpersonal Communcation Skills	100%	5

Administrators
A & S

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Working With Conflict Resolution For More Effective Functioning in My Job	100%	3
Exploring Cooperative Relationships Throughout the College	100%	3
Keeping Abreast of New Developments in My Area of Responsibility	100%	3
Supervising and Developing Personnel	100%	3
Becoming Familiar With Management Techniques	100%	3

Faculty (Full)
A & S

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	18
Using Evaluation Skills in the Classroom	94%	17
Understanding and Using Teaching Methods Other Than the Lecture	94%	17
Learning to Make Optimal Use of a Variety of Learning Resources	88%	16
Knowing How to Make Effective Use of LCC Counselors	83%	15

Faculty (Part)
AAS

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	93%	27
Increasing Capacity to Give Stimulating Lectures	93%	27
Understanding and Using Teaching Methods Other Than the Lecture	90%	26
Learning to Make Optimal Use of a Vareity of Learning Resources	83%	24
Using Evaluation Skills in the Classroom	76%	22

Both the classified and administrative employee groups have expressed needs that appear to be very different from each other and from the faculty. However, full time faculty appear to have expressed professional development needs that were similar (4 of the 5 activities were the same) to those needs that were indicated by the part time faculty. The full time faculty indicated that Knowing How to Make Effective Use of LCC Counselors was "extremely important" and "fairly important" to their job. The part time faculty indicated a need to Increase the Capacity to Give Stimulating Lectures.

Within the division of Applied Arts and Sciences the five activities rated most often as "extremely important" and "fairly important" have been tabled for part time unclassified employees (3), both full time and part time classified employees (11, 13) full time administrators (7), and both full time and part time faculty (7, 12).

Unclassified (Part)
AA&S

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	3
Using Evaluation Skills in the Classroom	100%	3
Increasing Capacity to Give Stimulating Lectures	100%	3
Attaining a Better Understanding of the Programs, Problems and Possibilities of Community Colleges	100%	3
Preparing and Working From Specific Objectives	100%	3

Classified (Full)
AA&S

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	11
Improving Written Communication Skills	82%	9
Understanding Organizational Communication Within My Division	73%	8
Learning How to Recognize and Handle Stress	73%	8
Developing Interpersonal Communication Skills	73%	8

Classified (Part)
AA&S

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	13
Improving Written Communication Skills	100%	13
Understanding Organizational Communication Within My Division	92%	12
Learning How to Recognize and Handle Stress	85%	11
Developing Interpersonal Communication Skills	85%	11

Administrators
AA&S

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	6
Supervising and Developing Personnel	83%	5
Learning How to Recognize and Handle Stress	83%	5
Learning How to Have Impact on the Formulation of Institutional Procedures	83%	5
Delegating Authority Effectively	83%	5

Faculty (Full)
AA&S

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	7
Understanding and Using Teaching Methods Other Than the Lecture	86%	6
Increasing Capacity to Give Stimulating Lectures	86%	6
Diagnosing the Individual Learning Styles of Students	86%	6
Preparing and Working From Specific Objectives	86%	6

Faculty (Part)
AA&S

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	95%	40
Understanding and Using Teaching Methods Other Than the Lecture	86%	36
Increasing Capacity to Give Stimulating Lectures	86%	36
Using Evaluation Skills in the Classroom	81%	34
Preparing and Working from Specific Objectives	76%	32

Although all employees have indicated Keeping Abreast of New Developments in My Area of Responsibility as important to their jobs, the part time unclassified employees, full and part time classified employees and the administrators in Applied Arts and Sciences have expressed distinctly different needs. As in the division of Arts and Sciences, the full time faculty and the part time faculty shared four of the five professional development interests. They differed in that full time faculty expressed an interest in Diagnosing the Individual Learning Styles of Students where part time faculty expressed a need for Using Evaluation Skills in the Classroom.

Within the Business Division the five activities rated most often as "extremely important" and "fairly important" have been depicted for full time classified employees (6), administrators (4), full time faculty (10) and part time faculty (32).

Classified (Full)
Business

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Exploring Cooperative Relationships Throughout the College	100%	6
Improving Written Communication Skills	100%	6
Keeping Abreast of New Developments in My Area of Responsibility	83%	5
Supervising and Developing Personnel	83%	5
Attaining a Better Understanding of the Programs, Problems and Possibilities of Community Colleges	83%	5

Administrators
Business

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Exploring Cooperative Relationships Throughout the College	100%	4
Keeping Abreast of New Developments in My Area of Responsibility	100%	4
Understanding Organizational Communication Within My Division	100%	4
Learning How to Have Impact on the Formulation of Institutional Procedures	100%	4
Planning and Administering Budgets	100%	4

Faculty (Full)
Business

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	80%	8
Understanding and Using Teaching Methods Other Than the Lecture	70%	7
Increasing Capacity to Give Stimulating Lectures	70%	7
Exploring Cooperative Relationships Throughout the College	60%	6
Using Evaluation Skills in the Classroom	60%	6

Faculty (Part)
Business

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	64%	27
Understanding and Using Teaching Methods Other Than the Lecture	62%	26
Using Evaluation Skills in the Classroom	57%	24
Increasing Capacity to Give Stimulating Lectures	55%	23
Learning to Make Optimal Use of a Variety of Learning Resources	55%	23

Business Division faculty, administrators and classified employees appear to share some professional development interests. In addition to the commonly expressed interest in Keeping Abreast of New Developments in My Area of Responsibility, a second need, Exploring Cooperative Relationships Throughout the College was indicated by faculty, classified employees and administrators. The professional development activities indicated by full time faculty were again similar to the activities indicated by part time faculty.

The preliminary analysis suggested that the College's three major instructional divisions had indicated similar professional development interests. These original similarities were not as apparent when the data was analyzed by employee group. Only one professional development activity, Exploring Cooperative Relationships Throughout the College, was rated "extremely and fairly important to my job" by employees in the Business Division and by employees in Arts and Sciences. The faculty in each division indicated different needs in each division although the activities indicated most often as "extremely" and "fairly" important were related to the instructional process.

In College Services the five activities rated most often as "extremely important" and "fairly important" have been listed for full time classified employees (17), administrators (7), and custodians (5).

Classified (Full)
CS

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairy" important	
Exploring Cooperative Relationships Throughout the College	94%	15
Learning How to Recognize and Handle Stress	95%	15
Understanding Organizational Communication Within My Division	81%	13
Preparing and Working From Specific Objectives	81%	13
Keeping Abreast of New Developments in My Area of Responsibility	75%	12

Administrators
CS

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	85%	6
Becoming Familiar With Management Techniques	85%	6
Learning How to Have Impact on the Formulation of Institutional Procedures	85%	6
Using Oral Communication Skills in Group Skills	85%	6
Improving Written Communication Skills	85%	6

Custodial
CS

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	5
Understanding Organizational Communication Within My Division	100%	5
Supervising and Developing Personnel	100%	5
Providing a Means for Individuals to Share in Group Situations	100%	5
Applying Problem Solving and Decision-Making Techniques	100%	5

In College Services both classified and custodial employees have expressed an interest in Understanding Organizational Communication Within My Division and in Applying Problem Solving and Decision Making Techniques. With the exception of Keeping Abreast of New Developments in My Area of Responsibility the administrative personnel in this division indicated different professional development needs from those indicated by employees in the other two groups. It is interesting to note that only the classified personnel in this division expressed an interest in Learning How to Recognize and Handle Stress.

In the division of Student Personnel Services the five activities rated most often as "extremely important" and "fairly important" have been tabulated for part time unclassified employees (4), classified full time employees (21), administrators full time (10), administrators part time (5) and full time faculty (11).

Unclassified (Part)
SPS

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Learning How to Recognize and Handle Stress	100%	4
Applying Problem Solving and Decision Making Techniques	100%	4
Understanding Organizational Communication Within My Division	100%	4
Preparing and Working From Specific Objectives	100%	4
Developing Interpersonal Communication Skills	100%	4

Classified (Full)
SPS

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Learning How To Recognize and Handle Stress	96%	22
Working With Conflict Resolution for More Effective Functioning on My Job	83%	19
Keeping Abreast of New Developments in My Area of Responsibility	83%	19
Developing Interpersonal Communication Skills	83%	19
Applying Problem Solving and Decision-Making Techniques	83%	19

Administrators (Full)
SPS

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Supervising and Developing Personnel	90%	9
Delegating Authority Effectively	90%	9
Understanding and Using Teaching Methods Other Than the Lecture	80%	8
Becoming Familiar With Management Techniques	80%	8
Understanding Organizational Communication Within My Division	80%	8

Administrators (Part)
SPS

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Exploring Cooperative Relationships Throughout the College	100%	5
Learning How to Recognize and Handle Stress	100%	5
Learning How to Have Impact on the Formulation of Institutional Procedures	100%	5
Keeping Abreast of New Developments in My Area of Responsibility	80%	4
Working with Conflict Resolution for More Effective Functioning in My Job	80%	4

Faculty (Full)
SPS

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	11
Learning How to Recognize and Handle Stress	91%	10
Exploring Cooperative Relationships Throughout the College	82%	9
Gaining Experience Teaching New Constituencies	82%	9
Knowing How to Make Effective Use of LCC Counselors	73%	8

Three of the five professional development activities rated as "extremely and fairly important" by part time unclassified employees were also rated as "extremely and fairly" important by classified full time employees. These activities were Learning How to Recognize and Handle Stress, Applying Problem Solving and Decision Making Techniques and Developing Interpersonal Communication Skills. Part time administrators and full time faculty also expressed a need for Learning How to Recognize and Handle Stress. However, in general, administrators and faculty expressed interests in professional development activities that were different from those expressed by part time unclassified and full time classified employees.

Within the division of Learning Resources the five activities rated most often as "extremely important" and "fairly important" are depicted for full time and part time classified employees (13, 15), administrators (4), full time faculty (5), and part time faculty (8).

Classified (Full)
LR

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	13
Working With Conflict for More Effective Functioning in My Job	92%	12
Exploring Cooperative Relationships Throughout the College	92%	12
Understanding Organizational Communication Within My Division	92%	12
Supervising and Developing Personnel	85%	11

Classified (Part)
LR

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	5
Understanding Organizational Communication Within My Division	100%	5
Learning How to Recognize and Handle Stress	100%	5
Providing A Means for Individuals to Share in Group Situations	100%	5
Developing Interpersonal Communication Skills	100%	5

Administrators (Full)
LR

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Exploring Cooperative Relationships Throughout the College	100%	4
Keeping Abreast of New Developments in My Area of Responsibility	100%	4
Understanding Organizational Communication With My Division	75%	3
Supervising and Developing Personnel	75%	3
Learning How to Recognize and Handle Stress	75%	3

Faculty (Full)
LR

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	5
Learning How to Recognize and Handle Stress	100%	5
Using Oral Communication Skills in Group Skills	100%	5
Applying Problem Solving and Decision-Making Techniques	100%	5
Learning to Make Optimal Use of a Variety of Learning Resources	100%	5

Faculty (Part)
LR

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	8
Using Oral Communication Skills in Group Skills	100%	8
Developing Interpersonal Communication Skills	100%	8
Attaining a Better Understanding of the Programs, Problems and Possibilities of Community Colleges	88%	7
Providing a Means for Individuals to Share in Group Situations	88%	7

In addition to the professional development activity Keeping Abreast of New Developments in My Area of Responsibility, both full and part time classified employees expressed an interest in Understanding Organizational Communication Within My Division. Both full and part time administrators shared an interest in Exploring Cooperative Relationships Throughout the College, Supervising and Developing Personnel, and in Learning How to Recognize and Handle Stress. Full time faculty and part time faculty both indicated interest in Keeping Abreast of New Developments in My Area of Responsibility and in Using Oral Communications Skills in Group Skills.

In Central Administration the five activities rated most often as "extremely important" and "fairly important" have been tabulated for classified employees (3) and for administrators (5).

Classified
Central

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Learning How to Recognize and Handle Stress	100%	3
Learning How to Have Impact on the Formulation of Institutional Procedures	100%	3
Preparing and Working from Specific Objectives	100%	3
Applying Problem Solving and Decision-Making Techniques	100%	3
Learning to Make Use of a Variety of Learning Resources	100%	3

Administrators
Central

Professional Development Activity	Percent and number in the employee group who rated the activity as "extremely" and "fairly" important	
Keeping Abreast of New Developments in My Area of Responsibility	100%	5
Exploring Cooperative Relationships Throughout the College	100%	5
Applying Problem Solving and Decision-Making Techniques	100%	5
Supervising and Developing Personnel	80%	4
Developing Interpersonal Communication Skills	80%	4

Only one professional development activity was indicated as "extremely" and "fairly" important by both groups. That activity was Applying Problem Solving and Decision Making Techniques. Classified employees felt that Learning How to Recognize and Handle Stress was "extremely" and "fairly" important to them in their jobs.

As noted in the initial analysis, the three service divisions, College Services, Student Personnel Services and Learning Resources, expressed an interest in Learning How to Recognize and Handle Stress. Additional trends indicating common needs among the three divisions' employee groups are not apparent in the data.

Conclusions

The Professional Development Needs Assessment was designed to aid in the planning phase of the 1977-78 Professional Development Plan. The data from this analysis can be used to identify the professional development activities that were most often rated "extremely" and "fairly" important by college employees in their jobs. It can also be used to identify the professional development activities that were most often listed by employees as activities in which they would like to participate (Appendix B). However, this analysis only depicts the professional development needs of employees who returned the Needs Assessment questionnaire. Before generalizing to all employees within a job classification, return rates should be carefully examined.

In general, the data indicate that employee groups within a division and employee groups across divisions have expressed distinctly different professional development needs. For example, the interests of administrators in one division were not the same as those of administrators in other divisions. Full and part time faculty did however express similar needs within divisions but not across divisions. These data suggest that college wide and even division wide programming may not be appropriate. Instead, professional development activities for the coming year should be planned with a particular divisional employee group in mind.

APPENDICES

Appendix A

Return Rates

Arts and Sciences

Job Classification	# of questionnaires returned	return rate*
Unclassified		
Full Time	1	100%
Part Time	1	--
Classified		
Full Time	5	83%
Part Time	2	--
Administrators		
Full Time	3	37%
Part Time	-	--
Faculty		
Full Time	18	26%
Part Time	29	17%

Applied Arts and Sciences

Job Classification	# of questionnaires returned	return rate*
Unclassified		
Full Time	-	--
Part Time	3	--
Classified		
Full Time	11	41%
Part Time	13	--
Administrators		
Full Time	6	23%
Part Time	1	--
Faculty		
Full Time	7	14%
Part Time	12	11%

Business

Job Classification	# of questionnaires returned	return rate*
Unclassified		
Full Time	1	100%
Part Time	1	--
Classified		
Full Time	6	54%
Part Time	2	--
Administrators		
Full Time	4	44%
Part Time	1	--
Faculty		
Full Time	10	31%
Part Time	32	19%

College Services

Job Classification	# of questionnaires returned	return rate*
Unclassified		
Full Time	1	50%
Part Time	-	--
Classified		
Full Time	16	55%
Part Time	1	--
Administrators		
Full Time	7	47%
Part Time	-	--
Custodial		
Full Time	4	--
Part Time	-	--

Learning Resources

Job Classification	# of questionnaires returned	return rate*
Unclassified		
Full Time	1	100%
Part Time	2	--
Classified		
Full Time	13	83%
Part Time	5	--
Administrators		
Full Time	4	50%
Part Time	2	--
Faculty		
Full Time	5	42%
Part Time	8	38%

Student Personnel Services

Job Classification	# of questionnaires returned	return rate*
Unclassified		
Full Time	1	100%
Part Time	4	--
Classified		
Full Time	21	72%
Part Time	2	--
Administrators		
Full Time	10	48%
Part Time	5	--
Faculty		
Full Time	11	58%
Part Time	1	less than 1%

Central Administration

Job Classification	# of questionnaires returned	return rate*
Unclassified		
Full Time	2	--
Part Time	-	--
Classified		
Full Time	3	67%
Part Time	-	--
Administrators		
Full Time	5	50%
Part Time	-	--

*Return rates are not given for part time employees other than faculty as necessary data was not available for other employee groups.

Several college employees returned the Needs Assessment questionnaire but failed to indicate their job classification and/or their employment status. Of these individuals:

3 were employed in Student Personnel Services
3 were employed in Learning Resources
11 were employed in the Business Division
13 were employed in Applied Arts and Sciences
18 were employed in Arts and Sciences

Appendix B

Each employee was asked to list "at least 5" of the professional development activities that he or she would participate in. The data have been summarized below to indicate the 5 most frequently listed activities by division.

Arts and Sciences

Keeping Abreast of New Developments in My Area of Responsibility

Understanding and Using Teaching Methods Other Than the Lecture

Increasing Capacity to Give Stimulating Lectures

Learning to Make Optimal Use of a Variety of Learning Resources

Using Evaluation Skills in the Classroom

Applied Arts and Sciences

Describing in Behavioral Terms the Performance Outcomes for Instruction

Understanding and Using Teaching Methods Other Than the Lecture

Keeping Abreast of New Developments in My Area of Responsibility

Increasing Capacity to Give Stimulating Lectures

Becoming Familiar With Management Techniques (an Overview of Systems Management: PPBS, MBO, MIS, PERT, CPM)

Business

Keeping Abreast of New Developments in My Area of Responsibility

Understanding and Using Teaching Methods Other Than the Lecture

Increasing Capacity to Give Stimulating Lectures

Applying Problem Solving and Decision-Making Techniques

Learning to Make Optimal Use of a Variety of Learning Resources

College Services

Keeping Abreast of New Developments in My Area of Responsibility

Understanding Organizational Communication Within My Division

Exploring Cooperative Relationships Throughout the College

Supervising and Developing Personnel

Recognizing Legal Issues Affecting Community Colleges

Learning Resources

Applying Problem Solving and Decision-Making Techniques

Learning How to Recognize and Handle Stress

Keeping Abreast of New Developments in My Area of Responsibility

Exploring Cooperative Relationships Throughout the College

Understanding Data Processing (An Overview of Uses and Potential)

Student Personnel Services

Learning How to Recognize and Handle Stress

Applying Problem Solving and Decision-Making Techniques

Keeping Abreast of New Developments in My Area of Responsibility

Developing Interpersonal Communications Skills

Working With Conflict Resolution For More Effective Functioning in My Job

Central Administration

Applying Problem Solving and Decision-Making Techniques

Supervising and Developing Personnel

Learning How to Recognize and Handle Stress

Developing Interpersonal Communications Skills

Improving Written Communication Skills

Dear Friends:

Professional Development programs have been the result of planning which occurred in the summer of '76. In order to begin looking at the year ahead, your assistance is desired. Please take a minute to complete the following needs assessment and return it to your divisional Professional Development representative.

Your responses will help to make for good programs. Thanks for taking the time to complete this questionnaire.

John D. Cooper
Professional Development Director

NEEDS ASSESSMENT - PROFESSIONAL DEVELOPMENT

LANSING COMMUNITY COLLEGE

Please indicate:

Full-Time ___
Part-Time ___

Q1__
Q2__
Q3__

Unclassified ___
Classified/Tech/Para/Prof ___
Administration ___
Faculty ___
Custodial ___

Arts & Science ___
Applied Arts & Science ___
Business ___
College Services ___
Learning Resources ___
Student Personnel Serv. ___

Each of the following reflects a possible Professional Development activity for the coming year. Using the scale below please indicate each statement's importance to you in your job at Lansing Community College.

PLACE AN X IN THE BOX WHICH BEST REPRESENTS YOUR RESPONSE TO EACH STATEMENT.

Extremely Important (1)	Fairly Important (2)	Neither Important Nor Unimportant (3)	Somewhat Unimportant (4)	Extremely Unimportant (5)

	1	2	3	4	5
Q4 ___ Working With Conflict Resolution For More Effective Functioning in My Job					
Q5 ___ Exploring Cooperative Relationships Throughout the College					
Q6 ___ Understanding and Using Teaching Methods Other Than the Lecture					
Q7 ___ Keeping Abreast of New Developments in My Area of Responsibility					
Q8 ___ Using Evaluation Skills in the Classroom					
Q9 ___ Increasing Capacity to Give Stimulating Lectures					
Q10 ___ Gaining Experience in Teaching New Constituencies (Ethnic Minorities, Senior Citizens, Women, Adult Learners, etc.)					
Q11 ___ Understanding Organizational Communication Within My Division					
Q12 ___ Supervising and Developing Personnel					
Q13 ___ Becoming Familiar With Management Techniques (an Overview of Systems Management: PPBS, MBO, MIS, PERT, CPM)					
Q14 ___ Learning How to Recognize and Handle Stress					
Q15 ___ Knowing How to Make Effective Use of the LCC Counselors					
Q16 ___ Understanding Data Processing (An Overview of Uses and Potential)					
Q17 ___ Diagnosing the Individual Learning Styles of Students As a Basis For Individualizing Instruction					
Q18 ___ Attaining a Better Understanding of the Programs, Problems, and Possibilities of Community Colleges					

CONTINUED

Extremely Important (1)	Fairly Important (2)	Neither Important Nor Unimportant (3)	Somewhat Unimportant (4)	Extremely Unimportant (5)

		1	2	3	4	5
Q19___	Learning How to Have Impact on the Formulation of Institutional Procedures					
Q20___	Providing a Means for Individuals to Share in Group Situations					
Q21___	Using Oral Communication Skills in Group Skills					
Q22___	Developing Interpersonal Communications Skills					
Q23___	Improving Written Communication Skills					
Q24___	Preparing and Working From Specific Objectives					
Q25___	Planning and Administering Budgets					
Q26___	Developing Personnel Evaluation Skills					
Q27___	Describing in Behavioral Terms the Performance Outcomes for Instruction					
Q28___	Delegating Authority Effectively					
Q29___	Recognizing Legal Issues Affecting Community Colleges					
Q30___	Applying Problem Solving and Decision-Making Techniques					
Q31___	Learning to Make Optimal Use of a Variety of Learning Resources, (e.g. Audio-Visual, Other Media, etc.)					
Q32___	Working With Recruitment and Selection of Personnel					
Q33___	Developing Interviewing Skills					

PLEASE INDICATE AT LEAST 5 OF THE ABOVE PROGRAMS THAT YOU WOULD PARTICIPATE IN:

1.

2.

3.

4.

5.

COMMENTS:

PLEASE RETURN TO THE PROFESSIONAL DEVELOPMENT OFFICER IN YOUR DIVISION:

ARTS & SCIENCE.....Dick Yarger - 408E A&S
APPLIED ARTS & SCIENCE..Clarence Richards - 220 VT
BUSINESS.....Beverly Hunt - 138 OC
COLLEGE SERVICES.....Ron Roush - 013 ADM
LEARNING RESOURCES.....Oswell Person - 107 NH
STUDENT PERSONNEL SERV..Janina Latack - 262 PE

PROFESSIONAL DEVELOPMENT 1977-1978

LANSING COMMUNITY COLLEGE

In its second year the Lansing Community College Professional Development program has revised and refined its planning process. The revisions have resulted in a refined plan for the 1977-78 school year to develop programs to meet staff needs.

The planning process was the outgrowth of a series of activities to assess needs as a basis for programs. A needs assessment questionnaire was developed with the assistance of the Institutional Research Office. Twenty-four percent of the College employees returned a completed questionnaire. The data was then compiled and analyzed by the Institutional Research Office with the assistance of the Management Information System.

The steps in working through the process were as follows:

STEP ONE: Distribution of Needs Assessment Questionnaire.

STEP TWO: Follow-up requesting questionnaire return.

STEP THREE: Questionnaires forwarded to MIS for data processing (via Institutional Research Office).

STEP FOUR: Interview by Divisional Professional Development Officer with two to three people from each classification.

STEP FIVE: Meeting with Professional Development Director, Professional Development Officer and four or five people in each division.

STEP SIX: First Draft of 1977-1978 Plan

STEP SEVEN: Final Draft of the 1977-1978 Plan

The 1977-1978 Plan which follows was the result of these efforts. The Plan outlines the Program Rationale, Goals and Objectives, considerations for the future as well as college and divisional programs tentatively planned at the start of the school year.

Accompanying the Plan is an Abstract of the Needs Assessment Findings as well as a Preliminary and Completed Analysis of the Needs Assessment prepared by the Institutional Research Office. A copy of the original questionnaire is also provided.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 22 1977

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